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ABSTRACT

This document is a brief review of resources and readings on Service-Learning and School-to-Work. Service-Learning (SL) and School-to-Work (STW) both extend learning beyond the classroom into real world contexts where broader problem-solving and decision-making skills are addressed. While SL provides opportunities within the community for students to participate in learning activities that use their academic and vocational competencies, STW helps students make tentative career choices and develop educational goals aimed at achieving vocational and personal satisfaction. The document lists 13 commonalities and 3 differences between SL and STW. The document is organized as follows: section 1 contains citations from the National Service Learning Cooperative database involving school-to-work; section 2 lists resources from governmental agencies dealing with SL and STW; and section 3 lists Web sites that have comprehensive discussions of issues, topics, and definitions of SL and STW. (BT)

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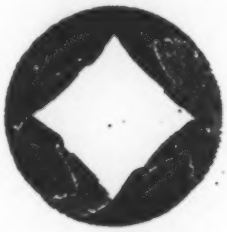

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A "Links" Piece, Connecting Theory and Practice

School-to-Work and Service Learning

By

Madeleine S. Hengel, PhD Candidate

Robert Shumer, PhD

November, 1997

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Introduction

This document has been prepared as a brief review of resources and readings on Service-Learning and School-To-Work. The series, called "Links, Connecting Theory With Practice" is being developed to give practitioners and researchers who contact the National Service Learning Clearinghouse (NSLC) some reference in beginning to look at topics and current issues in service-learning.

Service-Learning (SL) and School-to-Work (STW) both extend learning beyond the classroom into real world contexts where broader problem-solving and decision-making skills are addressed. While service-learning provides opportunities for students to participate in learning activities within their community which utilize their academic and vocational competencies, school-to-work helps students make tentative career choices and develop educational goals aimed at achieving vocational and personal satisfaction.

A comparison of SL and STW shows the following:

Things in common:

- ◊ Both rely heavily on learning outside the classroom
- ◊ Expect connections between experiences and subject matter learning
- ◊ Better programs involve students in learning experience, site selection and activities
- ◊ Requires good coordination between school and community
- ◊ Requires good communication between school and community
- ◊ Requires teachers who know how community experiences relate to subjects in school
- ◊ Presents logistical challenges to schools for transportation and liability
- ◊ Focuses more on depth and quality than breadth and quantity of learning
- ◊ Provide environments which require social and cognitive learning
- ◊ Produce outcomes which enhance personal, social, psychological, and academic growth
- ◊ Involve adults outside the family in relationships with youth
- ◊ Require problem solving skills which are applied in contexts beyond the classroom
- ◊ Provide career development opportunities
- ◊ Require development of practical skills
- ◊ Both promote citizenship skills; social involvement and productive employment
- ◊ Create great overlap in service occupations.

Things that are Different

- ◊ Emphasize different practical skills
- ◊ STW tends to involve more private sector; SL involves more public, non-profits
- ◊ Contest of skill development: STW can involve more personal learning, SL involves personal learning with public benefit.

The organization of the document is as follows: Section one contains citations from the NSLC database involving school-to-work . Section two is a listing of resources from governmental agencies dealing with SL and STW. Section three lists website URLs that have comprehensive discussions of issues, topics and definitions of SL and STW.

This document is not meant to be a comprehensive bibliography, but is meant to act as a start in exploring the connections between SL and STW.

Acquiring These Publications

The easiest and least expensive way to have access to the publications is through your local library. Even if you are not near a university research library, most smaller libraries have inter-library loan agreements at little or no cost to their patrons. The alternative to libraries is to go through commercial document reproduction and delivery services. These offer a convenient way to get copies of serial articles and other documents for those willing to pay for the service. Whenever possible in this document, URL's have been given which may take you directly to the document site.

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800-443-ERIC

Section one: NSLC database documents

Community as Classroom
Educational Leadership, v52 n8 p17-20 May 1995
Scott Thompson
Serial article, program or program report. A Wisconsin school district has strengthened community education by developing animal welfare and entrepreneurial programs. These and other programs are part of School-Connections, a project of the Institute for Responsive Education. Students work with adult advisers on individually tailored projects, gain real-world experience, and make genuine contributions to the community.
Where to Obtain this Resource:
UMI, ERIC-EDRS

Creating a Culture of Service: Effective Service Learning
Irving H. Buchen; Carl I. Fertman, 1994
Monograph, classroom guide. Seven part series introduced with a Program Manual which defines service learning, provides a brief history, reviews its use in grades K-12 and with special populations, and outlines the service-learning process. The series continues with six facilitator guides and student workbooks designed to build specific skills. The first book,"Heartbeats of the Community", introduces students to ways of exploring their communities and helps them develop a series of tentative conclusions about the community's key problems and possible solutions. The second book, "Working with Community Agencies", helps students connect with organizations and understand their role in the community. The third book, "Advisory Councils and Career Exploration", involves students in the creation of a council to support the school's service learning program. The fourth book, "Parents as Partners in Service Learning", involves parents in the process as resources. The fifth book, "Getting the Message Out", concentrates on effective promotion and communication. The sixth book, " Empowering Youth", helps students take responsibility for their actions, manage time, organize, and evaluate progress.
Where to Obtain this Resource:
Marco Products, Inc.
1443 Old York Rd. Warminster, PA 18794
Phone: 800-448-2197, Fax: 215-956-9041

Concern about Connecting Service Learning and School to Work
Council of Chief State School Officers, 1995
Monograph, general discussion. Adapted from the final report of the "Connecting Service Learning and School to Work" project being published in July, 1997.
Where to Obtain this Resource:
Council of Chief State School Officers
1 Massachusetts Ave NW, Set 700, Washington, DC 20001-1431
Phone: 202-336-7016, Fax: 202-408-8072
Organization's Website: http://www.ccsso.org/servpub.htm

Community Service Learning: a Vital Contribution to Educational Reform
Sheryl Joan Shapiro, 1990
Monograph, academic research. Master's thesis, Florida International University, College of Education. Community service learning. Embodies the theories and philosophies of experiential and developmental learning in the context of addressing community needs. The rationale for community service learning programs is the psychological, social, and intellectual development of youth and to provide a forum for positive school community interaction. Planning, implementing, and integrating community service learning programs challenge many of the assumptions and perceptions of schooling, notably the relationships of teachers with their work, colleagues, students and the community, and the measurement and definition of learning. These notions are presented within the broader process of educational change. Teacher culture, in terms of flexibility, autonomy, collaboration, participation in decision making, and collegiality, are discusses as critical elements for adopting and sustaining educational innovations. Community service learning changes the traditional framework for viewing the educational enterprises by creating a learning community of teachers, students, family members and citizens.
Where to Obtain this Resource:
UMI, #1340232

Education: How Can Schools and Communities Work Together to Meet the Challenge? A Guide for Involving Community Members in Public Dialogue and Problem Solving
Matthew Leighninger; Mark Niedergang; Topsfield Foundation, Study Circles Resource Center, 1995
Monograph, nonclassroom guide. This guide is designed as a tool to help members of the education sector involve community members in discussions in their community. The first half of the guide presents basic material for conducting a four to seven session discussion program based on the study circle model. Materials dealing with the following discussion topics are included: how schools affect communities and community members' lives; what community members want graduates to know and be able to do; how schools can meet every students' needs, make school safer, deal with racial and ethnic diversity, and provide high quality education with limited resources; and what community members can do to improve high quality education with limited resources; and what community members can do to improve education. The next section presents basic "how to" materials on the following aspects of the study circle process: the structure, goals, and operation of study circles; organizing and leading study circles on education; and suggestions for participants. Concluding the guide is a listing of 13 organizations, 39 publications, and 7 videos dealing with community involvement in improving education, as well as the sources of the 5 "schools that work" stories included in the preceding section.
Where to Obtain this Resource:
Study Circles Resource Center
PO Box 203, Pomfret, CT 06258
Phone: 860-928-2616, Fax: 860-928-3713
E-mail: scrcneca.com
ERIC-EDRS, order #ED380578

Guide to Work Based Learning Programs: Part II -- Career Experience. First Edition
Ingham Intermediate School District, Mason, MI,1995
Monograph, nonclassroom guide. This guide, which is one of a series of three designed to provide state and local leaders, policymakers, practitioners, and other stakeholders with information about the work based learning component of the school to work opportunities act, deals with career exposure. The introduction traces the history of school to work initiatives, lists components of successful programs, and explains the guide's purpose and use. Discussed in the remaining six chapters are the following: the school based learning component of school to work programs, career exploration programs, service learning, school based enterprises, career internships, and career academies. Each chapter contains an overview of the program followed by: a description of the program type; participant outcomes; required design criteria; benefits to students, employers, and schools; keys to successful programs; credentials earned through the program; and related resource materials. Throughout the guide, special attention is given to Michigan work based learning programs and related materials and resource organizations. Contains 21 references and glossary.
Where to Obtain this Resource:
ERIC-EDRS, order #ED384725

Legacy of Public Work: Educating for Citizenship
Harry C. Boyte; Nan Skelton, 1997
Serial article, general discussion. From a theme issue in education for democratic life. Public work projects don't just teach young people how to contribute to society. They also help them develop a strong sense of citizenship and the conviction that the country is theirs to shape and strengthen. Increasingly, however, the dynamics of a "marketplace democracy" where we see ourselves as consumers rather that producers of democracy have come to dominate our society. And education mirrors this trend, according to these authors. Schools are no longer connected to the neighborhoods they serve, teachers are no longer community leaders, and the academic disciplines and career preparation programs dominate the curriculum. The authors advocate a return to educating for democracy through public work. Understanding democracy, they say, comes mainly from doing democracy. (Publisher)
Where to Obtain this Resource:
UnCover

New Frontiers: Nontraditional Customized Training
New Directions for Community Colleges, v22 n1 p93-100 Spr 1994
Gary A. Israel
Serial article, program report. Describes five possible future developments for customized training: creating consortia between colleges and business training centers; establishing instructional design centers with faculty functioning as knowledge choreographers to provide up to date services; creating intergenerational service learning programs; implementing total quality management in the United States; and retraining older workers.
Where to Obtain this Resource:
ERIC-EDRS, UMI InfoStore
UnCover

New York State Mentoring Program
Matilda R. Cuomo, 1991
Monograph, program report. Address given at the Annual Conference of the Rural Schools Program (Cooperstown, NY, July 38-31, 1991). This conference address discusses New York State programs for children and families, focusing on a mentoring program. New York State has 44 rural counties, which comprise 80% of the state's total area. Rural schools face limited financial resources and access to services. Rural school children are more likely to face failure than urban or suburban children because of rural economic stress, crime, substance abuse, and parental abuse and neglect. With 65,000 children in foster care, New York State has initiated the following efforts to improve the lives of children: (1) New York's Family Album compiles photographs and a profile of children available for adoption; (2) the Pre and Postnatal Parenting Education Hospital Program provides parent education in every New York State Hospital with a maternity unit; (3) the Nutrition for Life curriculum for K-12th grade is free to every school in the state; and (4) the New York State Mentoring Program is a school based program aimed at preventing school drop out. The mentoring program links at risk children with caring, responsible adult volunteers from businesses and organizations. These volunteers help children with school work, personal problems, and development of self esteem and self confidence so that they can stay in school and reach their full potential. Mentors make a 1 year commitment to spend about 4 hours a month with a child. Technical assistance is available to help schools locate, screen, and train mentors.
Where to Obtain this Resource:
ERIC-EDRS, order #ED338474

School Community Business Partnerships. Building Foundations for Dropout Prevention
Harriet Hanauer Bucy, 1990
Monograph, nonclassroom guide. This manual was developed to provide businesses with practical and easily implemented ways to meet the needs of local schools. It provides ideas and approaches for developing partnerships focused on school dropouts by exploring problems and pitfalls and offering solutions. The document has five chapters; a 21-item reference list; a description of the National Dropout Prevention Center's collection of databases, FOCUS; a 13-item listing of additional resources, and sample materials for partnership programs. Chapter 1 discusses recognizing the problem of dropouts. Chapter 2 addresses ways of dealing with the problem and why school efforts are not enough. Chapter 3 describes structuring a community partnership program and includes a planning guide for partnership activities. Chapter 4 provides examples of working partnerships. Chapter 5 discusses how to keep the momentum of a program going through monitoring, public relations and recognition, and evaluation and feedback.
Where to Obtain this Resource:
National Dropout Prevention Center
Clemson University, 205 Martin St., Box 345111, Clemson, SC 29634-5111
Phone: 864-656-2599, Fax: 864-656-0136
Organization's Website: http://www.dropoutprevention.org/
ERIC-EDRS, order #ED318894

South Carolina School to Work Implementation Guide for Work Based Learning.
South Carolina Dept. of Education, Ofc. of Occupational Ed., 1995
Monograph, classroom guide.
Where to Obtain this Resource:
South Carolina Department of Education
Office of Community Education, 1429 Senate St., Rm 906
Columbia, SC 29201
Phone: 803-734-8451

Social Interactions of Secondary Aged Students with Severe Handicaps: Implications for Facilitating the Transition from School to Work.
Journal of the Association for Persons with Severe Handicaps, v15 n2 p69-78
Janis Chadsey Rusch, 1990
Monograph, research report. This study describes the social interactions used by a group of 10 secondary aged students with severe to profound mental retardation, using data gathered through the use of narrative recording procedures. The student's interactions were recorded during school arrival, lunch and vocational training. Results are presented along three dimensions: task versus non task interactions by condition. Results of teacher ratings and parent interviews are also presented. Students interacted 99% of the time with other adults. Students were involved primarily in task related interactions in which the purpose was to direct, question or provide information. Even at lunch, which is primarily a social time for nonhandicapped workers, interactions between teachers and students involved directions, questions and information related to feeding or lunch programs. Though students were judged to be in the fluency and maintenance stages of learning their jobs, they received even more directions, praise and criticism in vocational contexts than in the other contexts. Results are discussed with respect to the implications they have for facilitating the transition from school to work.
Where to Obtain this Resource:
University of Illinois at Urbana Champaign
Janet Chadsey Rusch
110 Education Bldg; 1310 S 6th St
Champaign, IL 61820
UnCover, ERIC

SerVermont: the Little Initiative that Could
Phi Delta Kappan, v72 n10 p68-70 June 1991
Cynthia Parsons
Serial article, program report. Describes the SerVermont initiative, an innovative volunteer program for high school students supported neither by state legislation nor public funds. It came into being through a nationally recognized service learning expert's willingness to work closely with the governor, the state education commissioner, superintendents, and community agencies to design 200 feasible community improvement projects.
Where to Obtain this Resource:
ERIC, UMI InfoStore
UnCover

Service Learning and School to Work Linkages. AACE Bonus Brief
Bob Bhaerman; American Association for Career Education, 1995
Monograph, information analysis. Prominent school to work observers see a close connection between service learning and school to work programs. Major components of service learning are as follows: active student participation, thoughtfully organized experiences, focus on community needs and school/community coordination, academic curriculum integration, structured time for reflection, opportunities for application of skills and knowledge, extended learning opportunities, and development of a sense of caring for others. The basic components of school to work transition include the following: school based learning, work based learning, and connecting activities to coordinate involvement of employers, schools and students. The reality and importance of both paid and unpaid work in school to work transition have been recognized. Both approaches have much in common: contextualize student learning; provide environments in which students can develop various skills and competencies; have the potential to address such weakness as the lack of relevance of the curriculum or school experience; motivate students to want to learn; both can build meaningful community partnerships; and focus on outcomes as a measurement of acquired skills and knowledge. Differences exist in goals, beneficiaries, payments, and focus. Key issues in linking the two remain to be resolved: differences in terminology and conceptual focus; teacher professional development; community awareness; states' need for guidance; and the
question of compensation.
Where to Obtain this Resource:
ERIC-EDRS, order #ED382836

Service Learning and School to Work: Making the Connection
Journal of Cooperative Education, v32 n1 p7-14 Fall 1996
Andrew Furco
Serial article, general discussion.
Where to Obtain this Resource:
UnCover

Service Learning and School to Work: a Partnership Strategy for Education Renewal. Results from the Wingspread Summit (Sept., 1996, Racine, WI).
John Briscoe; Jim Pitofsky; National Association of Partners in Education, 1996
Monograph, general discussion
Where to Obtain this Resource:
National Association of Partners in Education
901 N Pitt St, Ste 320
Alexandria, VA 22314
Phone: 703-836-4880, Fax: 703-836-6941

Turning Points: Preparing American Youth for the 21st Century. The Report of the Task Force on Education of Young Adolescents
Carnegie Corp. of New York, 1989
Monograph, general discussion. This report examines the condition of America's young adolescents and how well middle grade schools, health institutions, and community organizations serve them. In its plan for action, the Task Force on Education of young Adolescents of the Carnegie Council on Adolescent Development makes recommendations for new structures for middle grade education. A 15 year old who has been well served in the middle years of schooling will be the following: (1)an intellectually reflective person; (2)a person en route to a lifetime of meaningful work; (3)a good citizen; (4)a caring and ethical individual; and (5)a healthy person. The report reviews the following recommendations for transforming middle schools: (1)create small communities for learning; (2)teach a core academic program; (3)ensure academic success for all students by shaping the educational program to fit the needs of students; (4)empower teachers and administrators to make decisions about the experiences of middle grade students; (5)staff middle grade schools with teachers who are expert at teaching young adolescents; (6)improve academic performance through fostering health and fitness; (7)re-engage families in the education of young adolescents; and(8)connect schools with communities. Eight figures provide various statistical data on adolescents. The following appendices are included: (1)a list of commissioned papers; (2)a list of working papers; (3)a list of consultants and their affiliations; (4)a list of their workshops and attendees; and (5)biographical sketches of task force members.
Where to Obtain this Resource:
Carnegie Council on Adolescent Development
PO Box 753
Waldorf, MD 20604
Organization's Website: http://www.carnegie.prg/ccadpubs.htm
ERIC-EDRS, order #ED312322

Workforce Development Institute: 1995 Summary Report
Ansleigh Jones; American Association of Community Colleges, 1995
Monograph, program report. This report provides a summary of the American Association of Community Colleges' (AACC's) second Workforce Development Institute (WDI), held January 18 to 21, 1995 to provide community college workforce service providers with resources and training. Introductory materials describe the WDI, its regional forums, the AACC's related National Community College Workforce Development Database, and WDI participants' response and evaluations to the Institute. The bulk of the report then provides summaries of the following selected WDI sessions: (1)service providers, focusing on diversity and change in the workplace, coalition building, the union perspective, and supplier and service training; (2)school to work, including the future of school to work initiatives, work based and service learning, creating local initiatives, and advanced technological education; (3)workforce skills, highlighting skills assessment and standards, workplace competencies, and issues related to basic skills; (4)marketing, focusing on tips for effective presentations, business strategies, pricing, job analysis and assessment, and grant writing; (5) manufacturing, highlighting competition and cooperation in modern manufacturing, issues related to the manufacturing industry and assessment, and (6)additional sessions related to the role of local government and effective contract training systems. The WDI conference invitation and program, reports from regional forums, and the WDI evaluation form are appended.
Where to Obtain this Resource:
ERIC-EDRS, order #ED392495

Section two: Resources from agencies dealing with STW and SL

School To Work Opportunities
U.S. Department of Education and U.S. Department of Labor
Collection of fact sheets and information, including an information sheet with funding opportunities, press releases and videos list. A page on definitions of school-to-work. *Fact Sheets* with the following titles: Elements of the School-to-Work Opportunities Act: Connecting Activities, School-Based Learning, Work-based Learning; Building a Comprehensive System, Not a Categorical Program; Student Perspectives on School-to-Work; Dispelling Myths About School-to-Work. Folder also contains "How To Access the School-to-Work Internet Gateway." Also publishes "School-to-Work Opportunities: An Owner's Guide," 8 page brochure advertising STW and its benefits.
Where to obtain this resource:
National School-to-Work Opportunities Office
400 Virginia Ave SW, Rm 210
Washington, DC 20024
Phone: 800-251-7236 Fax: 202-401-6211
E-Mail: stw-lc@ed.gov
Organization's Website: http://www.stw.ed.gov

When Is Work a Learning Experience?
Mary Agnes Hamilton & Stephen F. Hamilton
Phi Delta Kappan, May 1997
Discusses seven principles, derived from a youth apprenticeship demonstration project, that make work-based learning effective. The premise is that the workplace is no more magical than schools; simply placing young people in them does not guarantee that they will learn. The seven principles cited identify areas in which adults teaching young people in schools and workplaces must make choices that determine the quality of work-based learning. Although derived from youth apprenticeship programs, these principles may be adapted to other types of work-based learning, particularly as the latter become more intensive.

Service-Learning and School-to-Work: A Partnership Strategy for Education Renewal
National Association of partners in Education, 1996
Monograph, 24 pages. Results from the Wingspread Summit in September of 1996. Briefly covers these topics: Partnering for Success; Wingspread Conference Overview; Service-Learning and School-to-Work: The Core They Share; Service-Learning and School-to-Work: Education Improves When Sectors Give and Gain; Intersecting Service-Learning and School-to-Work; Opportunities and Recommended Strategies. A listing of Resource Organizations follows the text.
How to obtain this resource:
National Association of Partners in Eduction, Inc. (NAPE)
901 N Pitt Street, Ste 320
Alexandria, VA 22314-1536
Phone: 703-836-4880 Fax: 703-836-1536
E-mail: NAPEhq@NAPEhq.org

Resource Bulletins-January, 1996 Through May, 1996
National School-to-Work Office
Brief, 2 to 7 page bulletins covering the following topics: Small Business in School-to-Work Partnerships; Serving Youth with Disabilities Within School-to-Work Systems; School-to-Work Opportunities for Native American Youth; School-to-Work Opportunities For Out-of-School Youth; Parent Involvement in School-to-Work; Incorporating a Youth Development Perspective Into School-to-Work Systems; Evaluation for School-to-Work Systems Improvement; Contextual Learning; Non-Traditional School-to-Work Opportunities for Young Women; Curriculum Integration in School-Work Systems; School-to-Work and Service-Learning. Each bulletin contains an Effective Practices section that describes programs or case studies, and a section on Organizations which act as a further resource on the topic of the bulletin.
How to obtain this resource:
The National School-to-Work Learning and Information Center
400 Virginia Ave SW, Rm 210
Washington, DC 20024
Phone: 800-251-7236 Fax. 202-401-6211
E-Mail: stw-lc@ed.gov
Organization's Website: http://www.stw.ed.gov

Making the First Chance a Real Chance: Bridging Education and work for all Minnesota Youth and Adults
Minnesota Task Force on Education and Employment Transitions
Leo G. Christenson & John W. Mercer, Eds.
Findings and Recommendations, a report to the 1993 Legislature. An abridged edition of the 1993 report of the Task Force on Education and Employment Transitions. Contains part one of the full report, i.e., the findings and recommendations of the task force. The acknowledgments, preface, task force meeting schedule, and list of speakers shown in the full report are also included. Contents: Chapter One: Make the first chance a real chance for all: An education and employment transitions system is critical; Chapter Two: Characteristics and attributes of Minnesota's system for education and employment transitions; Chapter Three: Recommendations. Appendices: Appendix A: Task Force Meetings, Appendix B: Speakers to the Task Force.
How to obtain this resource: Note: may be out of print
State Council on vocational Technical Education
Phone: 612-296-4202 Fax: 612-297-7786

Section three: Websites and other Resources for STW and SL

North Central Regional Educational Laboratory (NCREL)
1900 Spring Road, Ste 300
Oak Brook, IL 60521
Phone: 800-356-2735 Fax: 630-571-4716
E-mail: info@ncrel.org
Website: http://www.ncrel.org/
Contains the "Pathways to School Improvement Internet Server, which has easy to find, concise, research-based information. Provides information on a variety of categories including: Assessment, At-Risk Children and Youth, Goals and Standards, Governance/Management, Leadership, Learning, Literacy, Mathematics, Parent and Family Involvement, Professional Development, Safe and Drug-Free Schools, School-to-Work transition, Science and Technology. Example from the Links School-Based and work-Based Learning page, Paris and Mason describe the importance of linking work-based learning with the school experience:
(Excerpt from *Planning and Implementing Youth Apprenticeship and Work-Based Learning*, by Kathleen A. Paris and Sarah A. Mason, 1995, Madison, WI: Center on Education and Work, University of Wisconsin.)
"...Work experience in the community, whether paid or unpaid, should be an integral part of every student's school-to-work transition experience. Although the federal School-to-work Opportunities Act of 1994 gives priority to paid work experience as part of a comprehensive school-to-work transition, not all work-based learning experiences provided to students in high school need to be paid. The spectrum of work-based learning includes youth apprenticeship, paid work experience, cooperative education, job shadowing, business and industry mentoring, simulated work tasks at school or through vocational student organizations, school-based enterprises, and community service."

Quest International
http://www.quest.edu/servicelearning.htm
List of resource topics available: A selection of articles on service-learning, resources as tools for SL success, A review of the Lions-Quest Skills curriculum. Also includes an overview of partners and supporting organization, funding options and a workshop schedule, hotlinks list of links to other sites on the Web. Comprehensive site.

New York State-School to Work Online
http://www.nysed.gov/workforce/stw.html
Contains: School-based activities section, work-based activity section and connecting activities. This is a program of the New York State Education Department - Office of workforce Preparation & Continuing Education in partnership with the New York State Department of Labor. information includes: About School-to-work, Funding Opportunities, a Calendar of Events, Evaluation Program, How to Get Help and Internet Resources.

Florida School-to-work Information Navigator - Florida School-to-work Clearinghouse
http://sun6.dms.state.fl.us/flstw/
Click on the following for more information: The November Issue of STW On-Line which includes promising practices from student, teacher and business perspective and resources for implementing STW. El Manual De La Escuela Al Tragajo De La Florids, the STW Handbook available in Spanish. Florida's Work-Based Learning and Child Labor Resource Guide with questions about the child Labor Law and how it relates to STW. The National Job Shadow Day Website. Work Keys Job Profiles, 55 job profiles online, developed by the Florida Institute for Career and Employment Training at Florida Atlantic University. Build Your Dream Vehicle competition, a curriculum-based competition that provides high school students with an opportunity to work in teams to develop and design a concept vehicle plan. School-to-work videos on the Web, Florida STW videos, include a 30-second PSA and an 18-minute STW orientation video.

School-to-work News
http://www.northlink.com/stwnews/
Published monthly by School To Work Publications, Inc., this is a journal covering the scholastic and business fields of STW. Each month articles by leaders in the field are featured. You may subscribe online, or read articles online. The toll-free phone number is 888-445-2875.

Northwest Regional Educational Laboratory (NWREL)
http://www.nwrel.org/
NWREL provides research and development assistance to education, government, community agencies, business, and labor. The website has holdings in Programs & Services: Training & Technical Assistance; R & D for Educational Improvement; and Education & Community Services and contains resources links to products and publications, newsletters and promising practices. Links are provided to: Northwest Educational Resources, Regional laboratory Network, the U.S. Department of Education and the Office of Educational Research and Improvement (OERI).

National Center for Research in Vocational Education (NCRVE)
http://ncrve.berkeley.edu/ e-mail: AskNCRVE@ncrve.berkeley.edu phone: 800-762-4093
The website is a comprehensive service, with publications, products catalog and listserves. The products catalog is searchable and provides links to all executive summaries available at NCRVE online and to related readings. It is possible to subscribe to he VOCNET and DISSMN8 discussion groups from this website.